

# SCOPE AND SEQUENCE

| UNIT  | CRITICAL THINKING  | READING  | WRITING   | VOCABULARY   | GRAMMAR                                |
|---|--|--|---|--|--|
|  <b>The World of Advertising</b><br><b>Theme:</b> Advertising<br><b>Reading One:</b> <i>Advertising All over the World</i><br>An article<br><b>Reading Two:</b> <i>Changing World Markets</i><br>An excerpt from a speech   | Compare personal buying habits<br>Infer word meaning from context<br>Classify information<br>Identify and reevaluate assumptions<br>Connect themes between texts<br>Support opinions with reasons  | Predict content<br>Identify main ideas<br>Read for details<br>Make inferences based on details from a text<br>Relate information in the text to life experiences<br>Link main ideas in Reading One to details in Reading Two                               | Write a TV commercial<br>Freewrite about an ad<br>Write a paragraph with a topic sentence, supporting details, and a concluding sentence<br>Write an opinion paragraph about an ad          | Use context clues to find meaning<br>Find and use synonyms and antonyms<br>Use idiomatic expressions | Simple present and present progressive |
|  <b>Fraud</b><br><b>Theme:</b> Fraud<br><b>Reading One:</b> <i>Catch Me if You Can: The Frank Abagnale Story</i><br>A magazine article<br><b>Reading Two:</b> <i>The Michelle Brown Story: Identity Theft</i><br>An excerpt from a book   | Interpret an illustration<br>Infer word meaning from context<br>Differentiate between main ideas and details<br>Classify information<br>Relate content to prior knowledge<br>Make inferences<br>Support opinions with reasons                          | Predict content<br>Identify main ideas<br>Read for details<br>Infer information not explicit in the text<br>Express opinions about a text<br>Organize and synthesize information from the readings<br>Use details from both texts to complete an interview | Write a letter<br>Answer questions<br>Organize information<br>Use topic sentences to focus ideas<br>Write a story   | Use context clues to find meaning<br>Identify and analyze word forms                                 | Simple past and past progressive       |
|  <b>Going to Extremes: Sports and Obsession</b><br><b>Theme:</b> Extreme sports<br><b>Reading One:</b> <i>An Interview with Tony Hawk</i><br>A magazine interview with a professional skateboarder<br><b>Reading Two:</b> <i>High School Star Hospitalized for Eating Disorder</i><br>A newspaper article | Interpret photographs<br>Identify personal habits and attitudes<br>Infer word meaning from context<br>Differentiate between main ideas and details<br>Interpret character motivation<br>Use a Venn diagram to organize information<br>Brainstorm ideas | Predict content<br>Read for main ideas<br>Identify details<br>Infer information from context<br>Relate text to personal experiences<br>Organize and synthesize information from the readings   | Use information from a Venn diagram to complete a paragraph<br>Write a descriptive paragraph<br>Identify components of a factual report<br>Write a factual report                           | Use context clues to find meaning<br>Identify and use correct word forms                             | Ability: <i>can, could, be able to</i> |
|  <b>Speaking of Gender</b><br><b>Theme:</b> Language<br><b>Reading One:</b> <i>Different Ways of Talking</i><br>An article<br><b>Reading Two:</b> <i>Speaking of Gender</i><br>An interview with a professor of communication   | Interpret a photograph<br>Assess gender-typing<br>Infer word meaning from context<br>Differentiate between main ideas and details<br>Make inferences<br>Analyze gender influence in speech and behavior<br>Support personal opinions with              | Predict content<br>Read for main ideas<br>Locate details in the text<br>Infer information not explicit in the reading<br>Link readings to personal observations<br>Organize and synthesize information from the readings                                   | Complete a paragraph using information from the readings<br>Write interview questions<br>Create a chart<br>Complete an outline<br>Use transitions of contrast<br>Write a contrast paragraph | Use context clues to find meaning<br>Define words<br>Use idiomatic expressions                       | Comparative adverbs                    |

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|  <b>5 Ecotourism</b><br><b>Theme:</b> Tourism<br><b>Reading One:</b> <i>Tourists in a Fragile Land</i><br>An opinion essay<br><b>Reading Two:</b> <i>A Travel Journal</i><br>An account of a trip to Antarctica | Use prior knowledge<br>Infer word meaning from context<br>Test assumptions about Antarctica<br>Differentiate between main ideas and details<br>Support opinions with reasons<br>Analyze author's arguments<br>Hypothesize another's point of view | Predict reasons<br>Identify main ideas<br>Identify inaccurate details<br>Make inferences based on details from a text<br>Relate the readings to personal opinions<br>Read a travel journal<br>Organize and synthesize details from the readings | Rewrite inaccurate statements<br>Write an opinion essay<br>Analyze the structure of an essay<br>Evaluate and write effective supporting details<br>Distinguish between facts, examples, and explanations<br>Organize ideas in an outline | Use context clues to find meaning<br>Define words<br>Identify and use correct word forms<br>Find and use synonyms and antonyms | <i>Because and even though</i>     |
|  <b>6 The Metamorphosis</b><br><b>Theme:</b> Storytelling<br><b>Reading One:</b> <i>The Metamorphosis</i><br>An abridged story<br><b>Reading Two:</b> <i>Ungeziefer</i><br>A critique of the story              | Recognize personal assumptions<br>Infer word meaning from context<br>Reflect on attitudes towards insects<br>Infer ideas not explicit in a text<br>Examine symbols and imagery in a text<br>Classify information<br>Interpret emotions            | Make predictions<br>Recognize main ideas<br>Paraphrase details<br>Interpret a literary text<br>Support answers with information from the text<br>Connect generalizations to specific passages   | Write an interview<br>Write a descriptive paragraph<br>Answer <i>wh-</i> questions<br>Add details to a story<br>Write a story with a moral   | Use context clues to find meaning<br>Complete a crossword puzzle<br>Find and use synonyms                                      | Infinitives of purpose             |
|  <b>7 The Choice to Be Amish</b><br><b>Theme:</b> The simple life<br><b>Reading One:</b> <i>The Amish</i><br>An article<br><b>Reading Two:</b> <i>A Decision to Leave</i><br>An article                        | Interpret a photograph<br>Read a map<br>Differentiate between main ideas and details<br>Infer word meaning from context<br>Interpret a timeline<br>Classify information<br>Apply information from the readings to new contexts                    | Make predictions<br>Identify main ideas and details<br>Infer opinions based on content of a text<br>Support main ideas from one text with details from another text<br>Read an essay about a difficult decision                                 | Complete a letter<br>Write a summary<br>Write answers to questions<br>Write an outline<br>Use parallel structure in an essay<br>Write an essay about a difficult decision  | Use context clues to find meaning<br>Identify synonyms and antonyms<br>Use idiomatic expressions                               | Noun clauses with <i>wh-</i> words |

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|  <b>8 Finding a Spouse</b><br><b>Theme:</b> Marriage<br><b>Reading One:</b> <i>Finding a Spouse</i><br>An anthropological article<br><b>Reading Two:</b> <i>What's Wrong with Tradition?</i><br>A letter to the editor                                      | Identify personal assumptions about marriage<br>Differentiate between main ideas and details<br>Evaluate information in the text according to personal beliefs<br>Match traditions to cultures<br>Rank cultural practices on a continuum<br>Classify information  | Make predictions<br>Identify main ideas<br>Read for details<br>Make inferences based on information from a text<br>Organize and synthesize information from the readings   | Complete a summary<br>Describe a cultural tradition of courtship<br>Categorize ideas for writing<br>Use related word forms for cohesion<br>Write a point-by-point paragraph<br>Write an essay describing important characteristics in a spouse or partner | Use context clues to find meaning<br>Define words<br>Identify analogies and word forms                          | Definite and indefinite articles                |
|  <b>9 Is Our Climate Changing?</b><br><b>Theme:</b> Climate change<br><b>Reading One:</b> <i>Our Climate Is Changing ...</i><br>A report on climate change<br><b>Reading Two:</b> <i>Climate Change: Making Informed Decisions</i><br>A newspaper editorial | Interpret illustrations<br>Infer word meaning from context<br>Differentiate between main ideas and details<br>Classify data<br>Understand and describe a scientific process<br>Understand and complete a causal chain<br>Summarize cause-and-effect relationships | Identify main ideas<br>Read for details<br>Infer author's position<br>Relate the readings to personal opinions<br>Organize ideas from the readings into a causal chain   | Rewrite inaccurate statements<br>Draw a causal chain<br>Use cause-and-effect transitions<br>Use adverbial conjunctions to show cause<br>Use transitions to show effect<br>Write a cause-and-effect essay  | Use context clues to find meaning<br>Identify and use correct word forms<br>Identify collocations               | Future possibility: <i>may, might, could</i>    |
|  <b>10 Crime and Punishment</b><br><b>Theme:</b> Punishment<br><b>Reading One:</b> <i>Two Points of View</i><br>Two newspaper editorials<br><b>Reading Two:</b> <i>Charts</i><br>Statistics on the death penalty  | Interpret a photograph<br>Distinguish arguments for and against capital punishment<br>Infer word meaning from context<br>Interpret bar graphs and pie charts<br>Classify information<br>Draw conclusions  | Make predictions<br>Identify supporting ideas in an argument<br>Relate supporting details to main ideas<br>Express opinions about capital punishment<br>Read graphs and charts<br>Distinguish between fact and opinion | Write an opinion paragraph<br>Support opinions with facts and data<br>Write an outline for a debate<br>List ideas<br>Use sentence variety<br>Analyze compound sentences<br>Write a persuasive essay   | Use context clues to find meaning<br>Define words<br>Identify abstract nouns<br>Practice appropriate word usage | Present perfect and present perfect progressive |